

Kaput!

Written by Vi Hughes

Illustrated by Graham Ross



Text Type: Fiction: Narrative — Humorous Story

Guided Reading Level: L

Summary: Max's grandfather, a retired magician, comes over to say good night, and bedtime goes kaput. Rabbits escape from under Grandpa's hat, and Max is the only one who can restore order before bedtime.

Text Features

- ▶ 4-page magazine story
- ▶ dialogue with quotation marks

Visual Literacy

- ▶ coloured initial capital letter
- ▶ illustrations

Text Supports

- ▶ illustrations that support the text
- ▶ paragraph change for each speaker

Possible Text Challenges

- ▶ character outside of many students' experiences
- ▶ dialogue conventions
- ▶ vocabulary: *retired, kaput, helter-skelter, budged, rowdy, plonked*
- ▶ idioms: *run out of steam, hit the roof, holed up in there*

Reading Strategies

Comprehension

- ▶ self-monitoring
- ▶ inferring

Working with Words

- ▶ using context to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ self-monitor by asking himself or herself questions
- ▶ make inferences about events in the story
- ▶ use context to solve unfamiliar words

Oral Language Opportunities

- ▶ discussing in groups and pairs
- ▶ rereading the story with expression

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade Two Reading Guide.



BEFORE READING

Activating and Building Background Knowledge

Self-monitoring

- ▶ Display the front page of the story and read the title. Discuss with students what they think the title might mean. Model asking yourself questions about the story.

What do you think happens when something goes kaput? Maybe something goes wrong. Or maybe something gets broken or is ruined. I wonder what gets broken or is ruined in this story.

Making connections

- ▶ Ask students to look at the illustration. If necessary, draw their attention to the magician and the rabbit feet hanging out of his hat. Use a Think-Pair-Share strategy to have students share their knowledge about magicians and different magic tricks, then ask students to share their ideas with the class.

We can tell this character is a magician by the way he is dressed in a top hat and a coat with tails. I wonder why he has rabbits in his hat... they are probably part of his magic act. What kinds of magic tricks do magicians do?

ELL Note:

Brainstorm with students about magicians and magic tricks to build their background knowledge and elicit vocabulary they know on this topic. Record their ideas on chart paper to post in the classroom and/or add to the classroom Word Wall. You could also display some visuals of magicians and their tools and magic acts.

Discussing Supports and Challenges

Text features

- ▶ Hand out copies of the story to students and explain that they are going to read a text written in a magazine format, so there are no covers to the story.

Today we're going to read a magazine story about a retired magician, whose tricks don't always go the way they should.

Predicting/visual literacy

- ▶ Do a picture-walk with students. As they look at the pictures, have them think about what could be happening in the story. Students can share their predictions with a partner.

Look over the story and notice the pictures. What do you think the problem will be? What is the magician doing? What might happen with the rabbits in his hat? What will this story be about?

Print concepts

- ▶ Have students turn to page 2 and point out the way the author has used dialogue to tell parts of the story. Remind students about quotation marks.

Every time the characters speak we know because their words are in quotation marks. Every time a different person speaks, there is a new paragraph. This will help you to know who is talking.

Word solving and building

- ▶ Brainstorm with students special terms magicians use (e.g., *hocus pocus*, *abracadabra*, *shazam*) in their magic acts. A class chart could be made collecting the terms included in the story, as well as students' suggestions.

ELL Note:

Students could share magicians' phrases from their home languages. Create a class display with the terms written in a variety of home languages. Parents, volunteers, and other community members can assist in writing the words.

Self-monitoring**Setting a Purpose**

- ▶ Focus the readers on a comprehension purpose.

I want you to read to find out how Max helps Grandpa. Remember to ask yourself questions as you look at the pictures and read the story.

Teaching Tip:

You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson plan to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.

**DURING READING**

Synthesizing
Self-monitoring
Self-monitoring
Word solving

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - What have you found out about Grandpa?
 - Was there anything that surprised you about Max?
 - Did you get answers to your questions as you read on?
 - What does “helter-skelter” mean? Did you read that term somewhere else? Go back and find it in the text. What did it mean in that sentence?

ELL Note:

Read the entire story aloud first with students, asking and answering questions. Provide context and vocabulary explanations as necessary during the reading.

Word solving and building

- ▶ Highlight for students that using the context will help them figure out terms like “budged,” “rowdy,” and “kaput went the bed.”

Grandpa tried to open the door. I think this means that he couldn't open it. The door “budged” a bit. So “budged” must mean that the door only moved a small amount.

- ▶ If students finish early, ask them to reread independently or with a partner and record on sticky notes what “kaput” means in the two instances it is used in the story. What two things went kaput in the story?
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Self-monitoring

- ▶ Revisit the purpose for reading. What questions did you ask yourself as you read about Max helping Grandpa? Have students share their questions and record them on chart paper or a whiteboard.

What questions did you ask yourself when you looked at each picture? How about when you read the text? Did the story work out as you had expected? What questions do you still have?

Inferring

- ▶ Extend understanding by offering prompts to continue the discussion:
 - How do you think Grandpa was feeling when the rabbits took Max to her room?
 - What was Max doing when she swung the watch back and forth?
 - Discuss how the author has used different sayings to build humour in the story, e.g., “hit the roof,” “run out of steam,” and “holed up in there.”

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

I noticed Ben break the word “pandemonium” into chunks and then reread the sentence. Then he checked the picture. Great strategy, Ben.

Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students’ needs.

Using Expression

Print concepts

- ▶ Encourage students to reread the story in pairs to practise the appropriate expression suggested by the punctuation (e.g., giving emphasis at an exclamation mark and voice rising at a question mark).

Synonyms

Word solving and building

- ▶ Choose a word from the story that has possible synonyms, such as “big.” With the students, build a word web of words with the same or almost the same meaning (e.g., *large, huge, giant, gigantic, massive, vast, enormous, oversized*). Display the web on chart paper in the classroom. Invite students to work in pairs or groups to create their own personal word webs using other criteria: words that have a similar part, words that sound the same, words with the same prefix, words with the same root. (Adapted from *Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom* by Gay Su Pinnell & Irene C. Fountas.)

Drawing Idioms

Word solving and building

- ▶ Check for understanding of idioms such as “run out of steam,” “hit the roof,” and “holed up in there.” Ask students to draw the literal and the figurative meanings of these sayings. They could share the drawings of the figurative meaning to see if other students can name the idiom shown in their drawings.